Quality, Training Assurance and its Critical Success Factors of Training Needs and Training Evaluation Empirical Study of the Kuwaiti Context

Ahmed Saleh Alathari

Ph.D. Scholar, College of Business Studies, Department of Business Administration, Kuwait

Abstract

A systemic approach of training provides the basic skills development whereas identification and analyzing performance necessary on this area. Human performance improvement and productivity skill necessary to achieve organizational goals. Training assistant helps to the management site for understand the gap between occurred or not to occurred on it. Most organizational strategy enable to help the better direction towards to follow. It also shows the management that any training done within organization would be relevant for its measurable effect. In some case, training agency defined the training system for the processing of inputs, outputs, components, and sub system whereas contribution of training can improve the operation by enhancing human components that proposed with machinery tools and operational procedures. In this case, evaluation is the integral part of training that indicates overall effectiveness of training of objective which provides the feedback of trainers and areas of improving future training with influence. This study aims to reveal the most organizations focused on the symptoms for training program with most techniques used as questionnaires whether most common model used by Kuwaiti organization that known as Kirkpatrick.

Keywords*: Training evaluation, Evaluation Models, Evaluation Tools, Human Resource Development,*

I. Introduction

The organisation's employees generally dependent on critical success factors. Employee improvement mainly depending on few activities like providing employees with the information, tools, training, and resources that learn easily by employee. Effective employee development benefited with the company, department, manager and company as a whole. Organizations always care about these facts for continue growing so that objectives and goals able to rich for the company overall. Research defines that "A training need exists when an employee lacks the knowledge or skill to perform an assigned task satisfactorily" [1]. Other research also defines that training need assessment (TNA) as "the examination or diagnostic portion of the training system. The symptoms that TNA examines are often referred to as perceived performance deficiencies. A perceived performance deficiency exists when there is a difference between expected and perceived job performance". Employee expectations of any organisation thoroughly review that generally done from management site. Additionally, in job description, managers should be letting employees know what usually expected from them and how employee performance impacts the organization's success.

II. Literature Review

Various aspect from training requires ongoing conversations and feedback from managers and employees so that employees know how and whether performance is meeting their expectations. This is normally done through job description in where review and update regularly ensure alignment with current objectives and goal. Researcher Laird defines that "A training need exists when an employee lacks the knowledge or skill to perform an assigned task satisfactorily" [2]. Training research also define the training need assessment as examination or diagnostic portion of the training system. From this definition its important to note taken from TNA due to helping of management site between the gap of happening and what ought to be happening. The exact NA enables a limited training budget to be better directed towards achieving organisational strategy. It also shows the management that any training done in the organisation will be relevant to its needs and likely to have direct and measurable effect on the profitability of the business. TNA seeks to establish a training policy for the firm by asking the questions [3].

1.   Who needs to be trained?
2.   How many need to be trained annually?
3.   To what standard of performance?

To answer the first and the last questions, there should first be standards of performance; the problem here is that not every organisation has established standards for every task, and lots of standard have been informally established without documented [4]. If there are no standards against which employee performance can be measured, it is very hard to conclude that the employee is not performing properly. So, there should first be a standard of performance for each task in the organisation, and the organisation should not depend on the manager's satisfaction or dissatisfaction with the employee's performance.

For the second question, consider the micro and macro-NA. A micro-training need exists for just one employee or for a very small population, while the macro exists in the large group of employees, frequently in the entire population with the same job classification. Before the organisation start its TNA, it is important to differentiate between symptoms of the need for training and the cause of those symptoms. A symptom of the need for training is a problem and may arise from one of many sources. These causes of the symptoms are the factors that must be changed in order to eliminate the symptoms [5]. The source of potential training needs and the techniques that can be used to gather needs for assessment information, such as promotions, transfer, quality control record, new policies, changes in standard, new product, career planning, self-assessment and surveys [1]. These techniques should be compared by examining each on the basic of data analysis, anonymity, opportunity to follow-up on responses and cost. According to a proper NA helps the decision makers to separate training needs from non-training that often involves changes or adjustments in the management systems. Without the necessary adjustments in the management HR training and TD are often wasted [6]. However, NA are worth nothing if they not converted into effective training which can improve work experience for the job incumbent.

The manpower services commission in its Glossary of Training Terms define evaluation as "the assessment of a total value of the training system, training course or programme in social as well as financial terms. Evaluation differs from validation in that it attempts to measure the overall cost-benefit of the course or programme and not just the achievement of its laid-down objectives. The term is also used in the general judgmental sense of the continuous monitoring of a programme or of the training function as a whole" [7].
The Glossary of Training Terms also define the validation of the training as:
1.   Internal validation. A series of test and assessments designed to ascertain whether a training programme has achieved the behavioural objectives specified.
2.   External validation. A series of tests and assessment designed to ascertain whether the behavioural objectives of an internally valid training programme were realistically based on an accurate initial identification of training needs in relation to the criteria of effectiveness adopted by the organisation [8].
Evaluation of organisation has become a very important task and there are several very sound reasons for starting to put more effort into it as pointing below. It is about building credibility and a solid foundation for T&D decisions.
1.   Provides a basis for maximising return on investment.
2.   Helps to categorise training by the type of return you will get from your investment.
3.   For those who get it right, it should lead to building up training function, not depleting it.
4.   Automatically links T&D with strategic and operational business objectives.
5.   Ensures buy-in and commitment at all levels.
6.   Produces results that can act as a great reinforcer of learning and further motivate individuals to develop themselves.

The most forgotten stage in any training programme is the evaluation. Research in USA found out that organisations spend $30 billion annually on training programmes and only 10% of that expenditure goes to evaluation [9]. Often, the value of conducting training evaluations is overshadowed by the necessity simply to gain participation's immediate post-course reactions, the results of which are sometime mistakenly viewed as indicating whether or not the course was successful overall. In addition, budgetary, and other constraints, have caused many trainers and designers to employ standardised, commercially available, evaluation instruments. These have many disadvantages like not focused, offer little assistance in assessing long-term effects, one size fits all [10].

So to get the best benefit from the evaluation instrument it has to be designed to meet the goal and objectives of the programme. Designing training to meet goals or objectives is not a new concept. Nor is the concept of attempting to measure changes that have occurred as a result of the training and determining what benefits the organisation has received for its investment. However, to accomplish both tasks is a challenge. Additionally, its variables such as multiple functional, as well as behavioural objectives and decisions of what process or procedures to use become more complex for recognition.

III. Study Objectives and Methodology

The study in this paper is part of a large research project aimed at identifying best practice of training and its impact on employees and organisation effectiveness and performance. The part being discussed in this paper had the main objective of identifying the training need assessment (TNA) activities in Kuwaiti organisations.

To achieve this objective, this study identifies what was present by the literature and published case studies as reward and appraisal best practice and training [11][12][13][14][15][16][17][18][19][20][21][27][33][34]. Reproduced in a generic format and structured in questionnaires to access the applicability and from the point of experienced practitioners toward them.

The survey focused on targeting private (joint venture) organisations in Kuwait to see how many subscribed to the idea proposed thus providing further proof whether these ideas were the right approach to a successful human resource development in the future. The questionnaire was designed and piloted to assess in terms of time required to complete the questionnaire, simplicity, clear language, clarity of instructions, comprehensiveness and item sequence. For the purpose of the study, the only criteria for sample selection was the size of the organisations and there financial statutes as applicable. The sources used to select the sample were Ministry of Planning and case studies analysis in the literature. The selected populations for this research are training department managers and HRD managers in all joint venture organisations. The investigator will study only the main shareholding companies (joint venture with the government, only 37 companies working in Investment, Insurance, Industrial, Real Estate, Transport, and Services) [22] and in addition the banking sector (8 banks) and hotels (14 hotels) as presented on figure - 1.
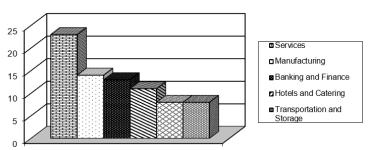

Figure 1: Distribution of the research populations

Initially, the study participants were presented with several statement to assess the perceived importance of training need assessment, TNA Indicators and Techniques. Participants were requested to show how strongly they agreed with these statements on a 5-point Likert scale.

IV. Study Finding

Initially, the study participants were presented with several statement to assess the perceived importance of training need assessment and evaluation, evaluation models, evaluation tools and techniques evaluation input and output as well as challenges. Participants were requested to show how strongly they agreed with these statements on a 5-point Likert scale.

A.   Assigning Employee Training Needs Regularly
Respondents were asked how often their organisations conducted TNA. 73% of private organisations as sample assess their employees training needs whether 27% do not assess their employees' training needs on a regular basis as seen in figure 2 below.
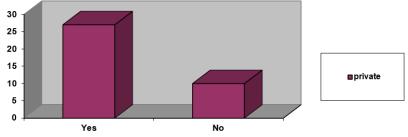

Figure 2: Assessing Employee Training Needs Regularly

However, this finidng contrasts with two researchers as they statedt that "It has been noticed that most personnel who are responsible for supervising employees, and personnel in charge of conducting the training programme in Kuwaiti organisations, do not sufficiently recognise the important of the TNA concept, or at least they do not express their interest in assessing the trainees' needs" [23].

B.   Training Needs Assessment Indicators
The most common TNA indicators for the private organisations are lack of employee skill, bad performance with low productivity, poor quality, and low profitability, as they had been used by more than 80% of the private organisations' sample as seen on Table 1 as this finding is consistent [23][24]. From the above, it is shown that most of the TNA indicators used by Kuwaiti organisations are performance related.

Table 1: TNA Indicators

Training needs assessment indicators	Ownership	Small extent	Considerable extent	Great extent	Total
Lack of knowledge	**Private**	**30%**	**15%**	**55%**	**100%**
Lack of skill	**Private**	**3%**	**9%**	**88%**	**100%**
Bad performance and Low productivity	**Private**	**0%**	**11%**	**89%**	**100%**
Introduction of new tool	**Private**	0%	23%	77%	100%
Customer dissatisfaction	**Private**	**4%**	**42%**	54%.	100%
Poor quality	**Private**	**3%**	**12%**	**85%**	**100%**
Low profitability	**Private**	**9%**	**11%**	**81%**	**100%**
High turnover	**Private**	**80%**	**17%**	**3%**	**100%**
Frequent employee transfer to other division	**Private**	**81%**	**14%**	**5%**	**100%**
Low employee morale	**Private**	**82%**	**15%**	**3%**	**100%**
High absenteeism	**Private**	**93%**	**7%**		**100%**

C.   Training Needs Assessment Techniques
The most commonly used TNA technique for private organisations, used by 92% of them, is task analysis, followed by direct observation of work, which is used by 47% of them to a great extent. Furthermore, while direct observation of work fell in second place for government organisations it is number one technique for private organisations that used by 84%, and task analysis fell in the second place which is used by 73% of the private organisations as present on figure 3. These findings are consistent with job analysis was the technique most frequently used by government and private organisations. This finding also confirms that most of the training activities in Kuwaiti organisations is performance-related and not learning-related [23].
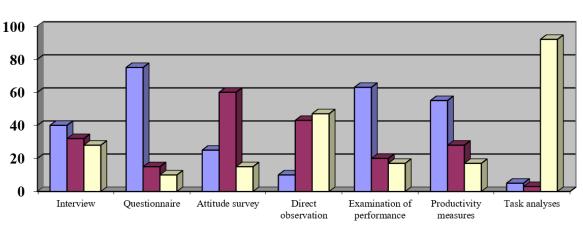

Figure 3: Private TNA Techniques

D.   Training Ctitical Success Factors
The respondents were asked about the factors that they see as critical to the success of their training programmes. The main objective of this part is to know in which era Kuwaiti organisations fit in comparison with international organisations.

The most important training critical success factors as seen by entire sample are having a good instructor and a good training programme. Furthermore, 67% of private sample believe that employees should obtain very high computer skill. 72% of private organisations consider the training system is critical to the success of their training programme. 94% of private organisations believe that getting management support and commitment to their training programme is a critical factor. 92% of private organisations consider good classroom environment is very critical to the success of their training programme. Organisation culture was seen by 79% of the private organisations sample as critical and 75% concentrate on having a measurable outcome for their training programme as below the table 2 stated.

Table 2: Training Critical Success Factors

Training critical success factors		Disagree	Not sure	Agree	Total
Good instructor	**Private**	**0%**	**5%**	**95%**	**100%**
Good training programme	**Private**	**0%**	**7%**	**93%**	**100%**
Good classroom environment	**Private**	**4%**	**4%**	**92%**	**100%**
Employee computer skills	**Private**	**13%**	**20%**	**67%**	**100%**
Management support and commitment	**Private**	**0%**	**6%**	**94%**	**100%**
Training as a system	**Private**	**8%**	**18%**	**72%**	**100%**
Organisation culture	**Private**	**5%**	**16%**	**79%**	**100%**
Measurable outcome	**Private**	**5%**	**20%**	**75%**	**100%**
Changing trainee behaviour	**Private**	**10%**	**28%**	**62%**	**100%**

Most of the factors considered as being critical to the success of the training programme of Kuwaiti organisations are related to the 70s and 80s (Table 2). These factors are good instructor and good training programme, employees' computer skill, management support and commitment, and classroom environment [25][26][28]. The other three factors, organisation culture, measurable outcome and training system are related to the 90s [6][29][30]. This also means that Kuwaiti organisations have already or are starting to move in their training activity to the 90s.

This finding also indicates that the training system in Kuwaiti organisations is developing, and it has somehow been affected by the progress and development of the training system world-wide, and maybe in the near future they will develop their training delivery methods, especially since Kuwait is an country open to the world and is affected by any good changes or development. In addition, some private ones send their employees to be trained outside Kuwait, mostly in the UK and USA in all fields, which means that these trainees will be subjected to the new training methods and new training aspects. Furthermore, almost all private organisations deal somehow with international organisations, either as an agent or on a sharing basis or as customers. This means they will be affected by any development happening in these organisations. The most important link is with the academic organisations. After the liberation of Kuwait, organisations have contracted with some of the biggest universities in the world to conduct the necessary research to assist Kuwait with the restructuring and developing of its organisations and people.

V. Evaluation and Resulting Approach

In order to identify the Kuwaiti organisations performance, view training evaluation, the respondents were asked about the level of importance of the evaluation process in their organisation. Their answers reveal that 22 private organisations out of 37 representing 59.4%, believe that training evaluation is very important, while 13, representing 35.1%, believe it is somewhat important. In addition, only 2 private organisations do not believe in its importance as presented in table 3.

Table 3: Importance of Evaluation

		Not at all important	Somewhat important	Very important	Most important	Total
Private	**Count**	**2**	**13**	**17**	**5**	**37**
	% within q3i	**5.4%**	**35.1%**	**45.9%**	**13.5%**	**100.0%**

The above findings show that private organisations believe in the importance of training evaluation because they believe that each Dinar (In Kuwait currency) they spend has to pay off, or give them returns, so training must pay off. This conclusion is consistent with ASTD (1997) research; they found out that organisations in the USA with higher annual sales were especially likely to say that they conducted evaluations,

while services' sector organisations were the least likely to evaluate their training. A survey has conducted on the importance of evaluation to US organisations; 81% attached some level of importance, while 84% felt that it is important only for HRD [6]. Details of evaluations materials are given below.

A.   *Frequency of Training Evaluation*

In order to investigate the importance of training evaluation and to support the previous findings, the respondents were asked about the frequency of conducting evaluations for their training programme (Table 2). Their answers show that the private sectors sometimes evaluate their training programme, while only 18.9% of private organisations usually evaluate their training programme. Furthermore, 21.7% of private sector organisations rarely evaluate their training programme.

Table 2 Frequency Training Evaluation

		rarely	sometimes	usually	Total
Private	Count	**8**	**22**	**7**	**37**
	% within q3i	**21.7%**	**59.4%**	**18.9%**	**100.0%**

One of the main difficulties faced by the training efforts in Kuwaiti organisations is that no specific body in the charge of evaluating the training programme. The responsibility for training evaluation is formally left to the training co-ordinator, who some times evaluates the programme just for reporting to the management and submitting it in the annual report. That is why most Kuwaiti organisations sometimes evaluate their training programme. So, these organisations have to work on findings a specific body to be charge of evaluation, either the Training Department or HR Management Department.

Some researchers revealed that "We could see the lack of professional management thinking that could find training programme which suites the work environment and employees needs" [23]. Other researcher stated that "The most forgotten stage in any training programme is the evaluation" [9]. He finds that in the USA, organisations spend $30 billion annually on training programs and only 10% of that expenditure goes to evaluation".

B.   *Evaluation Tools and Techniques*

There are many instruments used in evaluating training effectiveness. The most popular in the field include tests, questionnaires, interviews, observations, and performance records. In the training context, all known evaluation instruments can be used to collect necessary data. However, evaluation purpose and strategy will govern what evaluation instruments are most appropriate.

Table 3 : Evaluation Instruments and Training Effectiveness

Tool / Technique	Small extent	Considerable extent	Great extent	Total
Questionnaire	5%	14%	81%	100%
Interview	27%	41%	32%	100%
Test	30%	22%	48%	100%
Observation	Private	5%	14%	81%
Attitude survey	68%	19%	13%	100%
Performance record	11%	19%	70%	100%
CAT, CAL	86%	14%		100%
Other management tools	36%	39%	25%	100%

The evaluation tool and technique most used private sectors is the questionnaire as presented on table 3, which is used by 81% of the private sample. Observation and performance records important for the private sector, as they had been used respectively by 81% and 70%. Furthermore, 702% of the sample use performance records as evaluations tools. Test, interview, other management tool, attitude survey, and CAT, CAL were used by less than 48% of the samples. Method only can be used to evaluate the training courses was direct observation in the classroom [31]. Most common evaluation tool used by Kuwaiti organisations is the questionnaire [31]. Another finding by ASTD consistent with the above as they found 94% out of 300 US organisations use the questionnaire [6]. Furthermore, they also found that 100% of public sector organisations use the test to evaluate their training programme.

So whatever was the evaluation instrument used by Kuwaiti organisations, it must be designed to meet the goal and objectives of the programme. Designing training able to meet goals or objectives which is not a

new concept. Nor is the concept of attempting to measure changes that have occurred as a result of the training and determining what benefits the organisation has received for its investment.

C.   Training Evaluation Models

Evaluation section is very important in relation to what the training activity sponsor organization aims to get out of it. But the question might be come, Is it to benchmark the organization training activity or how much organizations benefited from the training program or what is the employee reaction and how much did they earn or did they change their behavior and result ?

According to the respondents answer from the question of type of evaluation model and methods, the answer shows that entire sample use the Kirkpatrick model to evaluate their training programme to a different extent and only 8% of the private sector use CIRO model. Other 2% of the sample uses Investor in People Standard or benchmarking as seen from the below table 4.

Table 4 Evaluation Models

Model		Small extent	Considerable extent	Great extent	Total
Kirkpatrick	**Private**	**43%**	**46%**	**11%**	**100%**
CIRO	**Private**	**92%**	**8%**	**0%**	**100%**
Investor in people	**Private**	**98%**	**2%**	**0%**	**100%**
Benchmark	**Private**	**98%**	**2%**	**0%**	**100%**

This study also shows that entire sample uses Kirkpatrick model to conduct training evaluation. This finding also consistent with ASTD research where 67% out of 300 US organizations reported that they use the Kirkpatrick model. Indeed, large organizations were much more likely to use the Kirkpatrick model than smaller organizations.

D.   Evaluation and Trainig Outcomes

When the respondents were asked about the evaluation of training outcomes especially with use of Kirkpatrick model, their answers indicate that the most common evaluation f is trainee reaction. 48% evaluate result, and 54% of them evaluate job behaviour, and only 10% evaluate learning seen on table 5.

This finding is consistent with ASTD (1997); as they found out that 67% of the organisations included in the study used Kirkpatrick and 92% of them evaluate reaction, 51% evaluate learning, while 32% evaluate job behaviour, and only 26% evaluate result.

Table 5 Evaluation of Training Outcomes

Level		Small extent	Considerable extent	Great extent	Total
Reaction					
	Private	**3%**	**24%**	**73%**	**100%**
Learning					
	Private	**49%**	**41%**	**10%**	**100%**
Job behaviour					
	Private	**35%**	**11%**	**54%**	**100%**
Result					
	Private	**22%**	**30%**	**48%**	**100%**

To evaluate the trainee's reaction to the training programme by asking them what they thought of it in order to determine their degree of satisfaction with the training without moving to the second step, their answer would sometimes be misleading. Their answer will sometime be based on how much they like the instructor, or whether they had a good time or not. This means that if there is good programme, but they felt unsatisfied or they did not like the instructor, they will kill the programme by their answer as presented on table 5.

Evaluation has become a very important task for the organisation and there are several very sound reasons for starting to put more effort into it such as to build credibility for T&D decisions whether to see the return on investment and to build up the training function. But for Kuwaiti organisations, the problem is that nobody is interested in the findings of the evaluation process. The only target for such evaluation is to evaluate the instructor. Researcher stated that "One of the defects in the structure of the Training Department in most Kuwaiti organisations is that there is nobody or division in charge of the results of such assessments, so ultimately, nobody ensures the effectiveness of employee training in Kuwait. It is necessary to know whether objectives have been achieved or not" [32].

E. Training Output Measurement

In order to identify the kind of training output measurement, the sample was provided with a list to choose from. Their answers show that most of the sample that measure their training output, measure their employees job satisfaction and their productivity for the customer satisfaction as seen on table 6. In addition, 78% of them measure their employee's absenteeism.

Table 6 Training output measurement

Output		Yes	No	Total
Customer satisfaction	**Private**	**92%**	**8%**	**100%**
Job satisfaction	**Private**	**95%**	**5%**	**100%**
Productivity	**Private**	**97%**	**3%**	**100%**
Return on expectations	**Private**	**27%**	**73%**	**100%**
Sales	**Private**	**76%**	**24%**	**100%**
Return on investment	**Private**	**24%**	**76%**	**100%**
Cost / benefit ratio	**Private**	**16%**	**84%**	**100%**
Profitability	**Private**	**84%**	**16%**	**100%**
Absenteeism	**Private**	**22%**	**78%**	**100%**

As comparison between Kuwaiti organisations and US organisations concerning training output measurement that also represent on Tables 6, it appears from the ASTD (1997) research that customer satisfaction is the most commonly measured outcome, tracked by 69% of organisations. Surprisingly, profit-making organisations were less likely to track this measure than non-profit organisations. Job satisfaction was a distant second at 38% (63% among healthcare firms). Organisations in the finance, real estate, and insurance sectors were more apt to measure return on expectations and sales as outcomes than other organisations.

F. Evaluation Challenges

The evaluation process for assessing T&D effectiveness is not something easy, it requires special techniques, financial resources, and the availability of required information. However, there are some challenges which might minimise the evaluation process. The respondents were asked to determine the most important evaluation challenges that face them in conducting sound evaluation. Most of the sample believe that finding evaluation methods that suit a variety of courses, cost of doing evaluations well, translating evaluation results into top management's language and to determine specific actions to take based on evaluation results are the most important challenges they faced. These are in addition to determining the impact of training on financial performance, time required to do evaluations well, identifying appropriate quantitative measures and appropriate qualitative measures that getting top management buy-in, finding qualified measurement and evaluation professionals which also getting trainees and managers to participate in evaluations.

Table 7: Evaluation Challenges

Challenges	Small extent	Considerable extent	Great extent	I do not know	Total
Cost of doing evaluations well		**14%**	**86%**		**100%**
Determining the impact of training on financial performance	**5%**	**41%**	**54%**		**100%**
Time required to do evaluations well		**14%**	**86%**		**100%**
Identifying appropriate quantitative measures	**8%**	**22%**	**54%**	**16%**	**100%**
Identifying appropriate qualitative measures	**11%**	**30%**	**37%**	**22%**	**100%**
Finding evaluation methods that suit a variety of courses	**3%**	**22%**	**75%**		**100%**
Getting trainees and managers to participate in evaluations	**16%**	**14%**	**65%**	**5%**	**100%**
Getting top management buy-in	**24%**	**16%**	**60%**		**100%**
Finding qualified measurement and evaluation professionals	**35%**	**19%**	**38%**	**8%**	**100%**
Translating evaluation results into top management's language	**3%**	**24%**	**70%**	**3%**	**100%**
Determining specific actions to take based on evaluation results	**8%**	**11%**	**78%**	**3%**	**100%**

The challenges of translating evaluation results into top management language and determining specific actions to take based on evaluation results are consistent with the previous finding. This indicates that evaluation activity in Kuwaiti organisations is not designed well to meet their objectives and also it shows that there is no action taken to improve training activity and training results based on the evaluation. Because they cannot determine the kind of action they should take based on the its results as seen on table 7. This result also contrasts with Al Ali (1998); he stated that There is a big gap between the training department and employees in relation to the training need analysis and training evaluations. In addition, the smaller evaluation challenges that face private organisations is identifying appropriate qualitative measures and finding qualified measurement that evaluate the professional's performance, which represent respectively 37% and 38% of the private organisation's sample as presented on same table 10.

VI. Challenging in Obtaining Information for Evaluation

HRD professionals who must perform training evaluations rely on a variety of resources to do their work. However, not all the information they require to use where resources is widely available (Tables 11). To continue with the same section, the respondents were asked whether they faced any difficulty concerning obtaining information needed for evaluations. Their answers indicate that 59.5% of private organisations face difficulty in obtaining the information needed.

Table 8: Difficulty in Obtaining Information Needed for Evaluation

		Yes	No	Total	
Private	**Count**	**22**	**15**	**37**	
	% within	**59.5%**	**40.5%**	**100.0%**	

More than 60% of the entire sample faced to some degree of difficulties in obtaining the following as seen in the above table 8.

Table 9: Kinds of Information Difficult to Obtain

	Small extent	Considerable extent	Great extent	I do not know	Total
Information on the latest advances in measurement and evaluation		**25%**	**75%**		**100%**
Tools / methods for benchmarking training outcomes against other companies or organisations	**6%**	**19%**	**70%**	**5%**	**100%**
Information on what other companies or HRD executives are doing	**8%**	**21%**	**65%**	**6%**	**100%**
Information on measurement and evaluation tools themselves	**16%**	**17%**	**67%**		**100%**
Information on how to conduct sound measurement and evaluation	**10%**	**28%**	**62%**		**100%**
Information on the evaluation skills HRD professionals will need in the future	**24%**	**21%**	**55%**		**100%**
Information on all of the measurement and evaluation resources available	**6%**	**30%**	**64%**		**100%**
Information about outside providers of measurement and evaluation assistance	**24%**	**16%**	**60%**		**100%**

This finding is also consistent another researcher and he stated that "The most important challenges facing the Kuwaiti organisations are difficulties in measuring performance improvement in certain jobs (services), difficulties in measuring the change in behaviour of individuals over a short period of time, and the absence of a follow-up process after T&D programmes that present on table 9. Other difficulties such as lack of knowledge about the evaluation process seem to be exist in the government sector more than in the private sector" [30].

Survey from ASTD based on comparison, respondent report that the information on the latest advances in evaluation and training was the most difficult to locate, followed closely by information about how to

benchmark their training outcomes against other companies. Executives whose organisations used the Kirkpatrick model were also likely to perceive a lack of information on evaluation and measurement geared towards HRD executives [6]. The most important output measurement, are employees job satisfaction and their productivity and Customer satisfaction. In this case, main challenges as they face in conducting sound evaluation are finding evaluation methods that suit a variety of courses, cost of doing evaluations well, translating evaluation results into top management's language which determine to specific on evaluation results are the most important as they faced.

VII.   Recommendations and Conclusion

Most of private organisations, assess their employee training as needs. The most common TNA indicators for the Kuwaiti organisations were the introduction of new tools, lack of employee skill and bad performance with low productivity, poor quality, and low profitability. The most common TNA technique used by Kuwaiti organisation was task analysis, followed by direct observation of work.

It's also recommended that use the key important training critical success factors for Kuwaiti organisations including having a good instructor and good training programme, followed by employee computer skill, the training system, management support, commitment, good classroom environment, in addition to organisation culture and having a measurable outcome for their training programme. So, in conclusion it's necessary to mention that Kuwaiti organisations were still in the 70s and 80 era and most Kuwaiti organisations focused on the symptoms for the TN that not on the cause of these symptoms, which could be lead to an inaccurate TN and training programme.

Most of the sample believe that training evaluation is very important, and sometimes they evaluate their training programme. The most popular evaluation tools are tests, questionnaires, interviews, observations, and performance records. In the training context, all known evaluation instruments can be used to collect necessary data. However, evaluation purpose and strategy will govern what evaluation instruments are most appropriate. Most of the sample use Kirkpatrick model to evaluate their training outcome. And the most evaluated outcome are trainee reaction, evaluate result and evaluate job behavior.

References

[1].   Laird, D. (1978). Approaches to Training and Development, Addison Wesley, London.
[2].   Camp, R., Blanchard, P. and Huszczo E. (1986). *Towards a More Organisational* Effective Training Strategy and Practice". Areston Book, New Jersey.
[3].   Dickinson, A.W. (1973) "Effective Company Training". Longman Group Limited, London.
[4].   Laird, D. (1978) "Approaches to Training and Development". Addison Wesley, London.
[5].   Camp, R., Blanchard, P. and Huszczo E. (1986) "Towards a More Organisational Effective Training Strategy and Practice". Areston Book, New Jersey.
[6].   ASTD (1997) "Training Industry Trend". November. American Society for Training and Development, Alexandria, VA. www.ASTD.com.
[7].   McDougall, N . (1990) management Training Evaluation for Decision Making, M.Sc, Dissertation UMIST. Manchester.
[8].   Rae, L. (1986) How to Measure Training Effectiveness, Gowerr Publishing, England
[9].   Magdy, A (1999) Measuring and Evaluating Sales Force training Effectiveness, Ph.D, Thesis Old Dominion University, USA
[10].   McCelland, S. (1994) A Model for Designing Objrctive Oriented training Evaluations. Industrial and Commercial Training Vol 26 No. 1 pp.3-9
[11].   Nadler, L. (1970) "Developing Human Resources" Gulf, Houston.
[12].   Hamblin, A. C. (1974) "The Evaluation and Control of Training". Maidenhead, McGraw-Hill Book Company, London.
[13].   Laird, D. (1978) "Approaches to Training and Development". Addison Wesley, London.
[14].   Robinson, K.R. (1985) "A Handbook of Training Management". Kogan Page Ltd, London.
[15].   Kenney J. and Reid, M. (1986) "Training Interventions". Institute of Personnel management, London.
[16].   Kirkpatrick, D. (1986) "Do Training Classes Change Attitudes". Personnel, Vol.63, No. 7, pp.11-15.
[17].   Camp, R., Blanchard, P. and Huszczo E. (1986) "Towards a More Organisational Effective Training Strategy and Practice". Areston Book, New Jersey.
[18].   Jackson, S. and Schuler, R. (1990) "Human Resource Planning". American Psychologist, Vol.45, pp.223-239.
[19].   Henry, W. (1994) "Resistance to Computer Based Technology in the Workplace Causes and Solutions". Journal of Executive Development, Vol.7, No.1, pp.20-23.
[20].   Buren, E. and Bassi, J. (1999) "Sharpening the Leading Edge". Report code 99ASTDIR, USA. American Society for Training and Development, Alexandria, VA.
[21].   Newman, J. (1999) "An Evaluation of a Professional Development Technology Training Program as Reported by Selected School Administration". Ph.D. Thesis University of Sarasota, USA.
[22].   Ministry of Planning (1998) "Annual Statistical Abstract" Statistics and Information Sector, Edition 34, Kuwait Times, Kuwait.
[23].   Al-Ali S. (1998) "Scientific Research". Kuwait Library Co., Kuwait.
[24].   Al-Hummoud, M. and Abdalla, A.(1995) "A Survey of Management Training and Development in the State of Kuwait". Journal of Management Development, Vol.14, No.3, pp.14-25.
[25].   John, K. (1984) "User Training and Development". Cost and Management, Vol.58, No.6, p.49.
[26].   Jasso, G. (1984) "A Partnership with Schools To Train Job Prospects". Personnel, September-October, pp. 63- 69.
[27].   Rashad Yazdanifard, Mohammad Rabiul Islam, 2011, "How e-commerce model build the online hybrid marking channel in emerging economics" International Conference on Computer Engineering and Technology, 3rd (ICCET 2011). ISBN: 9780791859735   DOI: https://doi.org/10.1115/1.859735.paper91 Publisher : ASME Press
[28].   Fisher, A. (1986) "Forging a Link Between Technology and Training". Personnel, Vol.63, No. 4, pp.13-16.

[29]. Miles, D. (1998) "Training Novice Users to Use the World Wide Web". Ph.D. Thesis. University of South Florida, USA .

[30]. Newman, J. (1999) "An Evaluation of a Professional Development Technology Training Program as Reported by Selected School Administration". Ph.D. Thesis University of Sarasota, USA.

[31]. Al-Ali, A. (1999) "HRD Training and Development Practices and Related Organisational Factors in Kuwaiti Organisations". Thesis. University of Bradford, UK.

[32]. Al-Muraifea, K. M. (1993) "Employees Training Programs of Public Authority for Applid Education and Training". Ph.D. Thesis. University of Hull.

[33]. Mohammad Rabiul Islam, 2011 "E Government: Bringing Government Closer to the Citizens". International Journal in Advances in Information Sciences and Service Sciences. Vol: 3, Issue: 340-344.

[34]. Rashad Yazdanifard, Mohammad Rabiul Islam, 2012, "Challenges of Addressing Certitude and Perception of Consumers Regarding e-Business" International Journal of e-Education, e-Business, e-Management and e-Learning. JEEEE 2012 Vol.2(1): 059- 066 ISSN: 2010-3654, DOI: 10.7763/IJEEEE.2012.V2.81